OPMG 5811
LOGISTICS MANAGEMENT

Course Outline*
Semester 2, 2012

Part A: Course-Specific Information

Please consult **Part B for key information on ASB policies (including those on plagiarism and special consideration), student responsibilities and student support services.

*This is a draft course outline. An updated version will be available via Blackboard in O week.
**Part B will be available via Blackboard.
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Shilu Tong
Room: 2086 Quad
Phone: 9385-7126
Email: sl.tong@unsw.edu.au
Consultation Times: Tuesday 10:00 – 12:00 and by appointment.
I am happy to be contacted by email with course specific inquiries. If you need to contact the School urgently you can contact the School Office on 9385-5320.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1(to Week 12): The Time and Location are:
Wednesday 6:00pm – 9:00pm, Australian School of Business 130 (K-E12-130)

2.2 Units of Credit
The course is worth 6 units of credit.
There is no parallel teaching in this course.

2.3 Summary of Course
Business Logistics is the set of activities involved in the flow of materials and products through an organization and through the supply chain to the market. More specifically, business logistics is the subject that manages efficient, effective flow and storage goods, services, and related information in a supply chain. The key elements of business logistics covered in this course include logistics planning and strategy, customer service, procurement, transport, inventory, warehousing, and handling. This course addresses questions about logistics planning, transport modes selection, vehicle routing, inventory policies, purchasing quantity and timing, and storage selection.

2.4 Course Aims and Relationship to Other Courses
Logistics/Supply chain management is a fast growing business area in today's business world. Global companies, such as IBM, HP, GE, and P&G, have heavily invested in supply chain management in order to gain competitive advantages. The distinction between OPMG5810 Supply Chain Planning and Design and the present course is worth mentioning. Both courses fall under the umbrella of supply chain management. However, OPMG5810 focuses on the coordination and collaboration among the players in a supply chain. It addresses the strategies (e.g., contracts and centralisation) that could result in more efficient and/or responsive supply chain performance. On the other hand, this course focuses on the functional activities (the nuts and bolts) in supply chains that process the flow of products and information from the point of origin to the point of consumption.
To improve the performance of a supply chain, one must streamline business process flows. Therefore, understanding business process flows is fundamental to design and planning of supply chains and logistics processes. OPMG5820 Operations Management covers more fundamental operational topics, which add value to achieve better logistics performance.

Overall, the course aims to
1. Develop knowledge about the interconnectedness of business units and organizations (via the flow of products, money, and information) within the supply chain.
2. Develop knowledge about key elements of logistics processes, such as logistics planning and strategy, customer service, procurement, transport, inventory, warehousing, and handling.
3. Enhance analytical skills and capability to synthesize information from several perspectives.
4. Enhance communication, reflection and teamwork skills.

2.5 Student Learning Outcomes

Upon successful completion, students should be able to:

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>ASB Graduate Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,4,5,6</td>
<td>1. Critical thinking and problem solving</td>
</tr>
<tr>
<td>7</td>
<td>2. Communication</td>
</tr>
<tr>
<td>7</td>
<td>3. Teamwork and leadership</td>
</tr>
<tr>
<td></td>
<td>4. Social, ethical and global perspectives</td>
</tr>
<tr>
<td>1,2,3,4,5,6</td>
<td>5. In-depth engagement with relevant disciplinary knowledge</td>
</tr>
<tr>
<td>6</td>
<td>6. Professional skills</td>
</tr>
</tbody>
</table>

This course contributes to your development of the following Australian School of Business Graduate Attributes, which are the qualities, skills and understandings we want you to have by the completion of your degree:
To see how the ASB Graduate Attributes relate to the UNSW Graduate Attributes, refer to the ASB website (Learning and Teaching >Graduate Attributes).

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
It is important to note some interesting characteristics of the subject of logistics management. First this subject is concerned with some of the most traditional business activities, such as communication, inventory management, warehousing, transportation, and facility location. However, logistics management is also one of fast growing business areas as businesses are increasingly seeking global integration. Second, this subject is dynamic and is constantly evolving as the global economy evolves and the prices of oil and raw materials also change rapidly. Given these characteristics, the learning experience offered by this course therefore includes group case studies, a group project, class discussions and presentations. Through the case studies, students will analyze logistic strategies of some existing supply chains. Students will also be engaged in classroom discussion about case studies and findings. By engaging in the project, students will experience the complexity of making hard decisions in real business environments.

To maximize the effect of classroom learning, students are expected to read assigned course materials before attending each class. Students are strongly encouraged to engage in group learning through working together on the project and case studies.

3.2 Learning Activities and Teaching Strategies
The course involves four key components – the lecture, the tutorial, out-of-class studies, and group study.

Lectures
Each lecture provides an overview of specific topics in the textbook. The instructor in each lecture goes over the concepts and issues that are deemed important or more difficult to understand. Lecture slides can be downloaded from Blackboard prior to each lecture. The instructor will not make hard copies of lecture slides for the students.

Tutorials
By interacting with students, the instructor will blend tutorial sessions with regular lectures. In the tutorial session, the instructor uses examples to interact with the students to practice more quantitative issues. The instructor may also use the tutorial sessions to interact with the students to discuss findings of their case reports. It is also a good opportunity to convey any of your questions to the instructor.

Out-of-Class Studies
While each student may have preferred individual learning strategy, it is important to note that most learning will be achieved outside of class time. Lectures can only provide a structure to assist your study. An “ideal” strategy may include:

1. Reading of the relevant chapter(s) of the textbook and accessing the lecture slides from Blackboard before the lecture. This will give you a general idea of the topic area.
2. Attendance at lectures. Here the context of the topic in the course and the important elements of the topics are identified. The relevance of the topic will be explained.
3. Participate and contribute to your group discussions for the three cases.
4. Attend and participate each class meeting.

**Group Study**
Given the fast pace of the semester and the fact that the instructor cannot possibly cover everything in class, in addition to out-of-class study stated above, students can benefit significantly from group study with team members. Students will be required to form their own groups for working on three case studies and one project. Teamwork not only can generate more ideas, but also brings different skills, perspectives and cultural experiences to the table, which are crucial elements to the success of businesses.

### 4 ASSESSMENT

**4.1 Formal Requirements**
To receive a pass grade in this course, you must meet ALL of the following criteria:
- Attain an overall mark of at least 50%.
- Attend at least 80% of all scheduled classes.
- Attain a satisfactory performance in each component of the course. A mark of 45 percent or higher is normally regarded as satisfactory.
- Attain a mark of at least 45% in the final exam
- In the case of peer assessed group work, the mark assigned to each member of the group may be scaled based on peer assessment of each member's contribution to the task.

The School reserves the right to scale final marks to a mean of 60%. It should be noted that group members are expected to work in a harmonious and professional fashion which includes adequate management of non-performing members.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes Assessed</th>
<th>ASB Graduate Attributes Assessed</th>
<th>Handed out Date</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies</td>
<td>25%</td>
<td>1,2,7</td>
<td>1,2,3,5</td>
<td>01/08</td>
<td>08/08</td>
</tr>
<tr>
<td>Project</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz (take-home)</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4.2 Assessment Details**
The final composite marks for this course are summarized in the following table.
Case Studies
There are three cases to study in this course; all cases are equally weighed and are tackled by groups. The first two cases will be selected by the instructor and the third case can be found in the textbook. Each case describes a real story of a real company, followed by several questions. Your group must submit a report, in which you should first summarize the key facts / data of the case, then answer all questions given in each case. All questions of these three cases are qualitative and your answers will be evaluated based on their thoughtfulness and relevancy in the context of logistics management. Each case will be discussed in class on its due date. Each group should expect to be called on to discuss their results.

Project
Each group will be assigned a project involving vehicle routing. Each group will have a competing group working on the same project. Each project pertains to a business scenario of a company that requires routing its vehicles to meet some service requirements within specific time windows. The project requires efforts to convert some business constraints to analytical models and need to use the software Logware that comes with the textbook to solve it. Each group is expected to figure out by itself how to use Logware by reading the software manual. Each group is expected to submit a report and present their results in class, subjected to comparing and questioning from their competing group. Detailed instructions will be given during the semester.

Quiz
All students are expected to take the quiz given in Week 8. The quiz will cover materials covered in lectures during Weeks 1-7.

Final Exam
The final exam will be held during the University examination period with the date and time determined by the University. It will cover materials covered in lectures and tutorials during Weeks 1 – 12 (inclusive), including both qualitative (e.g., true/false, multiple choices, and/or short essays) and quantitative questions.

Participation
To encourage effective interaction, a mark will be awarded for your participation in terms of your attendance and the degree to which you engage in class discussions. Assessment will be based on your attendance, the frequency and quality of your contribution to class discussion, and your participation in team activities.
4.3 Assessment Format
The case reports must be typed. Detailed instructions will be given with the case statements.

4.4 Assignment Submission Procedure
Case reports and project report should be submitted by handing to the instructor during the lecture in the relevant week. Students should keep a copy of all work submitted for assessment and keep returned marked assignments. Electronic submission may be arranged. Please contact the instructor for details.

4.5 Late Submission
The late submission of assignments carries a penalty of 10% of the maximum marks for that assignment per day of lateness (including weekends and public holidays), unless an extension of time has been granted. An extension of time to complete an assignment may be granted by the course co-ordinator in case of misadventure or illness. Applications for an extension of time should be made to the course co-ordinator by email or in person. You will be required to substantiate your application with appropriate documentary evidence such as medical certificates, accident reports etc. Please note that work commitments and computer failures are usually considered insufficient grounds for an extension.

Quality Assurance
The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5 COURSE RESOURCES
The prescribed textbook for this subject (available at the UNSW Bookshop) is


6 COURSE EVALUATION AND DEVELOPMENT
We will be seeking feedback from the students about the offering of this course and use it as a basis for continual improvement. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we shall use your course-level feedback, both quantitative and qualitative, to guide our continued review and redesigning of the course.
### 7 COURSE SCHEDULE

The following is a tentative schedule for lectures and tutorials.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Subject</th>
<th>Reading*</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18/07</td>
<td>Introduction Business Logistics/Supply Chain</td>
<td>Ch 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>25/07</td>
<td>Logistics Strategy &amp; Planning Logistics Products</td>
<td>Ch 2 Ch 3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/08</td>
<td>Logistics Customer Service Order Processing &amp; Information Systems</td>
<td>Ch 4 Ch 5</td>
<td>Case 1 handed out</td>
</tr>
<tr>
<td>4</td>
<td>9/08</td>
<td>Case 1 Discussion Transport Fundamentals</td>
<td>Ch 6</td>
<td>Case 1 due</td>
</tr>
<tr>
<td>5</td>
<td>15/08</td>
<td>Transport Decisions</td>
<td>Ch 6 Ch 7</td>
<td>Case 2 handed out</td>
</tr>
<tr>
<td>6</td>
<td>22/08</td>
<td>Case 2 Discussion Transport Decisions (cont) Inventory Policy Decisions</td>
<td>Ch 7</td>
<td>Case 2 due Project handed out</td>
</tr>
<tr>
<td>7</td>
<td>29/08</td>
<td>Inventory Policy Decisions</td>
<td>Ch 9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>11/09</td>
<td>Inventory Policy Decisions (cont) Quiz</td>
<td>Ch 9</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>19/09</td>
<td>Project Presentation Purchasing Decisions</td>
<td>Ch 10</td>
<td>Project due Case 3 handed out</td>
</tr>
<tr>
<td>10</td>
<td>26/09</td>
<td>Case 3 Discussion Purchasing Decisions</td>
<td>Ch 10</td>
<td>Case 3 due</td>
</tr>
<tr>
<td>11</td>
<td>02/10</td>
<td>Public Holiday No Class meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>13/10</td>
<td>Storage &amp; Handling System</td>
<td>Ch 11</td>
<td></td>
</tr>
</tbody>
</table>

* Chapters refer to those of the textbook